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THE ARNOLD PRIMER

ADAPTED FOR THE PHILIPPINE ISLANDS

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SEE MY BOOK.

THE ARNOLD PRIMER

BY

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ESPECIALLY ADAPTED FOR USE IN THE SCHOOLS OF THE PHILIPPINE ISLANDS

BY

ADELINE KNAPP

AUTHOR OF "THE STORY OF THE PHILIPPINES," "HOW TO LIVE," ETC.

SILVER, BURDETT AND COMPANY

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PREFACE.

The first steps in reading may be easy or difficult according to the teacher's comprehension of her task. She faces a complex problem at best, but her perplexities are trebled when the child's reading accompanies the mastery of a new language. The authors therefore suggest a few principles which should be followed in using this text-book.

The teacher should keep in mind her own experience in learning a new language. Two elements are necessary—the vivid and interesting presentation of the new object, and the continued and varied practice which necessitates repetition of the new word or phrase. Any text-book used by beginners must be reënforced by objects and pictures, which are made the basis of oral language lessons. The oral lesson introduces the new words of the text, and later repeats and impresses them.

In daily conversations teacher and pupils should rehearse the common forms of verb and pronoun, used in question and answer. These may often be based upon familiar actions. "What is Juan doing?" "He is running." "Who is running?" "Juan is running." "What did you do, Juan?" "I ran." "Who will run?" "I will run." Or, "Where is Bonita?" "*She* is near the window." "Where is José?" "*He* is near the table." "Where am *I?*" "*You* are on the platform." "Where are the boys?" "*They* are on the step."

It should be remembered that figures of speech present great

difficulty to the beginner. Plain language should predominate in the first lessons; concrete and specific terms should precede the abstract and general. *Carabao* is easier to learn than *animal; red* than *true; run* than *go.* Close observation of a child who is learning to talk will reveal the order of difficulty in the words of the new language.

Fluency in both speaking and reading will be secured by varied and constant repetition of a small vocabulary, which necessitates practice in the fundamental verbs and pronouns. Everything that tends to associate the child's experience with the new vocabulary will facilitate his learning to read. It should be remembered, also, that the "explanation" does not explain, if couched in unfamiliar terms. The teacher's language should be carefully chosen; it should be simple, repeating over and over the fundamental words and phrases.

Clear enunciation is indispensable. A short period should be given every day to the slow and careful pronunciation of the words already acquired; and, in addition, every word which the teacher uses should be perfect in pronunciation and enunciation, as a type of well-spoken English.

The sounds of the letters should be taught in connection with the words whose initials present the sounds. After these are mastered, rhymed word lists will be of service. In many schools the names of the children may be used in learning the initial sounds. Thus A may stand for *Anita*, M for *Maria*, and P for *Paula.* The *sound* and the *name* of the letter should be carefully distinguished.

The order of the lessons may be varied, according to the need of the schools. It is recommended, however, that the book should be reviewed to secure fluency, after the first reading. In such review each child should be allowed to read an entire lesson.

THE ARNOLD PRIMER.

This is Sixto.

How do you do, Sixto?

This is Maria.

How do you do, Maria?

Maria M m

I am a little dog.

I can run.

Can you run?

I am Sixto's dog.

Maria, this is Sixto's dog.

I am a little girl.

My name is Rosita.

What is your name?

How do you do,

Rosita?

Dog dog D d Name name N n

See the carabao.

Maria, do you see the carabao?

Sixto, see the carabao.

José is on the carabao.

Do you see José?

How do you do, José?

Carabao carabao C c

This is an apple.

Do you see the apple?

The apple is red.

See the red apple.

Maria, see the red apple.

Sixto, see the apple.

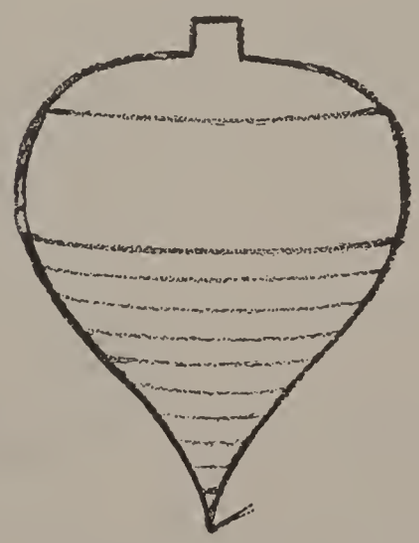
Apple apple A a See see S s

see	José	red
This is	Maria	girl
this	Sixto	dog
is	carabao	your
you	Do you	name
my	do you	little
apple	run	I am

This is Sixto's cap.

(Draw a picture of Sixto's cap.)

Cap cap C c



This is Sixto's top.

(Draw a picture of Sixto's top.)

Top top T t

red

rose

vase

See this rose.

The rose is red.

This is Maria's rose.

The rose is in a vase.

Is the vase red?

Do you see the vase?

The vase is Maria's vase, and the rose is Maria's rose.

rose r vase v

See Anita and her mother.

Anita can read.

She can read to her mother.

Anita is a good little girl.

Mother mother M m Anita A a

Here is a house.

Anita lives in this house.

The house is in a garden.

See the garden.

Do you see Anita's house in the garden?

Do you see the trees?

Garden garden G g Trees trees T t

Here is a river.

The carabaos are in the river.

Do you see the carabaos, Rosita?

I see two carabaos.

The carabaos like the river.

See the carabaos in the river, José.

See the boat.

It is a sail boat.

This is José's boat.

Do you see José in the boat?

I like a boat.

I like the water.

Do you like the water, Sixto?

See the cat!

See the cat run!

She does not like the dog.

Do you see the dog?

Does the dog like the cat?

Can the dog run?

Do do D d See see S s

This girl is Kate.

She has a book.

Can you read, Kate?

Can you read your book?

I have a book.

I can read.

Sixto can read, too.

He likes to read his book.

a book	a cat	a carabao
a top	a house	a girl
a dog	a tree	a rose

Book book B b Kate K

This is Sixto's house.

Sixto is a little boy.

Sixto is on the big jar.

Do you see Sixto on the jar?

Jar jar J j House house H h

Here is Fred with his drum.

Fred is a little boy.

He is an American boy.

See him beat his drum.

Rub-a-dub-dub! Rub-a-dub-dub!

Have you a drum?

Can you beat a drum?

Come, Fred, beat your drum.

Sixto has a top.

Maria has a rose.

Fred has a drum.

Fred F Drum drum D d

Hear Fred beat his drum.

Rub-a-dub-dub! Rub-a-dub-dub!

From the painting by Mme. Le Brun.

This is my mother.

Good mother!

My mother loves me.

Mother loves her little girl.

Mother M Good good G g

top	rose	book
dog	vase	good
run	girl	like
Fred	name	likes
beat	house	read
big	cat	drum

This is an orange.

Do you see the orange?

The orange is yellow.

See the yellow orange.

Is this your orange, Sixto?

Is it yours, Maria?

Orange orange O o Yellow yellow Y y

What have I in my hand, Anita?

It is an orange.

No, it is not an orange.

It is a cap.

No, it is not a cap.

It is a rose.

No, it is not a rose.

It is a drum.

No, it is not a drum.

It is a top.

No, it is not a top.

It is a book.

Yes, it is a book.

It is Maria's book.

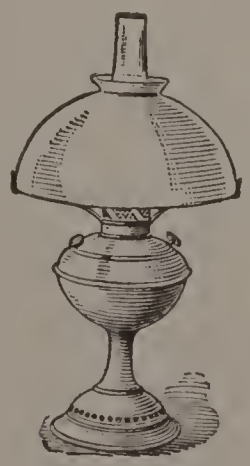
B b

Banana banana

C c

Carabao carabao

L l



Lamp lamp

K k

Key key

W w

Watch watch

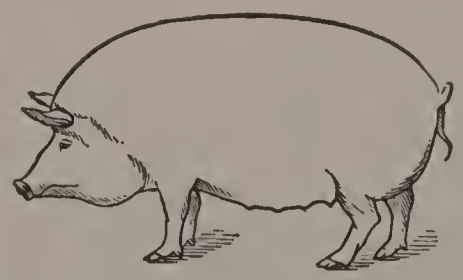
G g

Gate gate

J j

Jar jar

P p



Pig pig

This is a cup.

[Draw a picture of the cup.]

This is an apple.

[Draw a picture of the apple.]

Here is Fred with his pony.

This is an American pony.

Fred likes his pony.

The pony likes Fred, too.

Fred can ride his pony.

Do you like to ride?

Pony pony P p Ride ride R r

How do you do, Fred?

Is this your pony?

Yes, this is my pony.

Is this your wagon, too?

Yes, this is my wagon.

You may ride with me.

Whoa, Pony!

Wagon wagon W w

Here is a Filipino pony.

He is a good pony.

He is very strong.

Do you see the carromata?

The pony can pull the carromata.

Have you a pony like this pony?

Filipino F Carromata carromata C c

Fred has a pony.

Fred's pony is an American pony.

I have a Filipino pony.

Fred's pony can pull a wagon.

My pony can pull a carromata.

Maria has a book.

Maria can read.

Anita can read, too.

Can you read?

Do you like to read?

Do you like to play?

Sixto likes to play with his top.

I like to run and play.

This is an American horse.

He is a big horse.

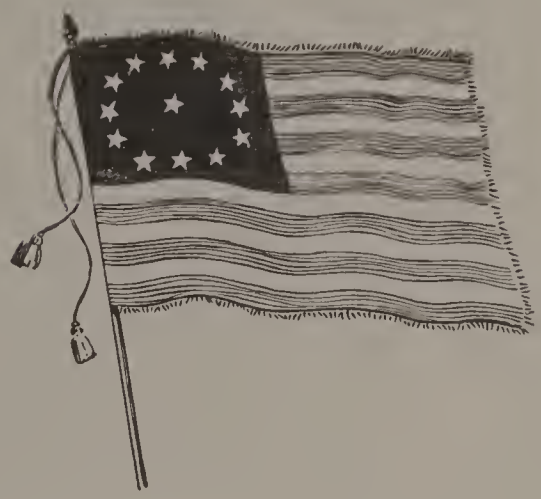
He is very strong.

He can pull a big load.

See the caratella.

There is grass in the caratella.

F f

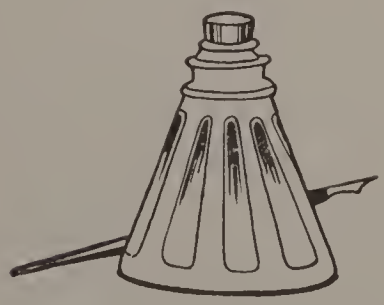


Flag flag

M m

Man man

I i



Ink ink

S s

Ship ship

E e

Egg egg

N n

Nest nest

R r

Rat rat

O o

Orange orange

This is the city gate.

Have you ever seen this gate?

It was made a long time ago.

It is a beautiful gate.

Do you see the hemp plant near the gate?

The Filipino horse is small.

He is strong.

He can pull a big load.

He can pull a caratella.

He can run very fast.

Can you run as fast as a horse?

Horses like grass to eat.

The Filipino horse eats grass and rice.

The American horse does not eat rice.

Do you like rice?

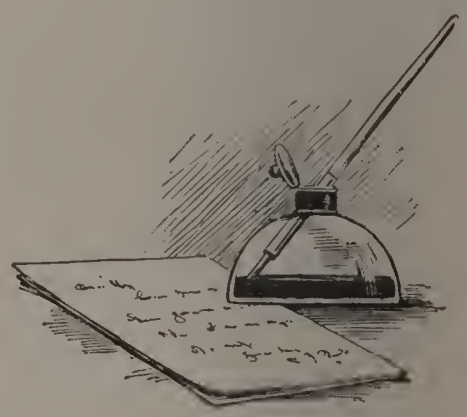
a horse	a river	a book
a pony	a boy	a boat
a load	a girl	a lamp

Rosita can read and write.

She can write with pen and ink.

See her pen and ink.

She can write a letter.



See her letter.

Can you write?

Can you write with pen and ink?

Can you write a letter?

Write a letter to Anita.

Let me write with your pen.

Let me write with your pen and ink, please.

Let letter L l Ink ink I i

This is Bonita.

She does not go to school.

Bonita can not read.

She likes to run and play.

Bonita likes to work, too.

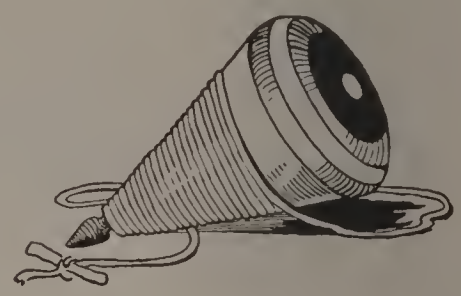
Good little Bonita! Good girl!

Bonita B Girl girl G g

H h

House house

T t



Top top

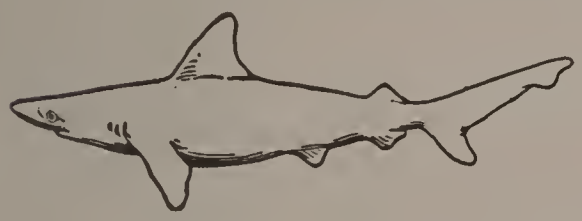
D d

Drum drum

G g

Girl girl

Sh sh

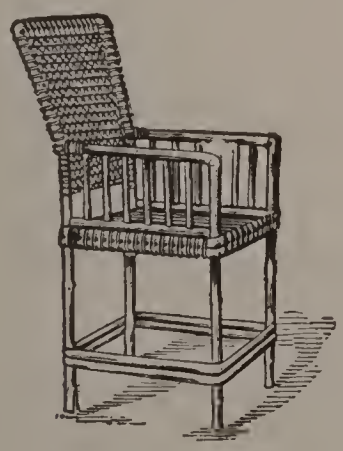


Shark shark

St st

Stair stair

Ch ch



Chair chair

Sp sp

Spear spear

B b	Book begins with B.
D d	Drum begins with D.
M m	Maria begins with M.
J j	Jar begins with J.
P p	Pony begins with P.
C c	Carabao begins with C.
T t	Top begins with T.
A a	Apple begins with A.
F f	Filipino begins with F.
R r	Rosita begins with R.
G g	Girl begins with G.
V v	Vase begins with V.
S s	Sixto begins with S.
N n	Name begins with N.

K k	Kate begins with K.
Y y	Yellow begins with Y.
O o	Orange begins with O.
H h	House begins with H.
E e	Egg begins with E.
I i	Ink begins with I.
W w	Wagon begins with W.
L l	Letter begins with L.

What letter does your name begin with?

Do you know these letters?

Q U X Z

q u x z

See this lily, mother.

See this beautiful lily.

Yes, Kate, the lily is beautiful.

May I have a vase, mother?

Maria has a red rose in a vase.

May I have a vase for my lily?

Alice, see my lily.

Do you see my beautiful lily in the vase?

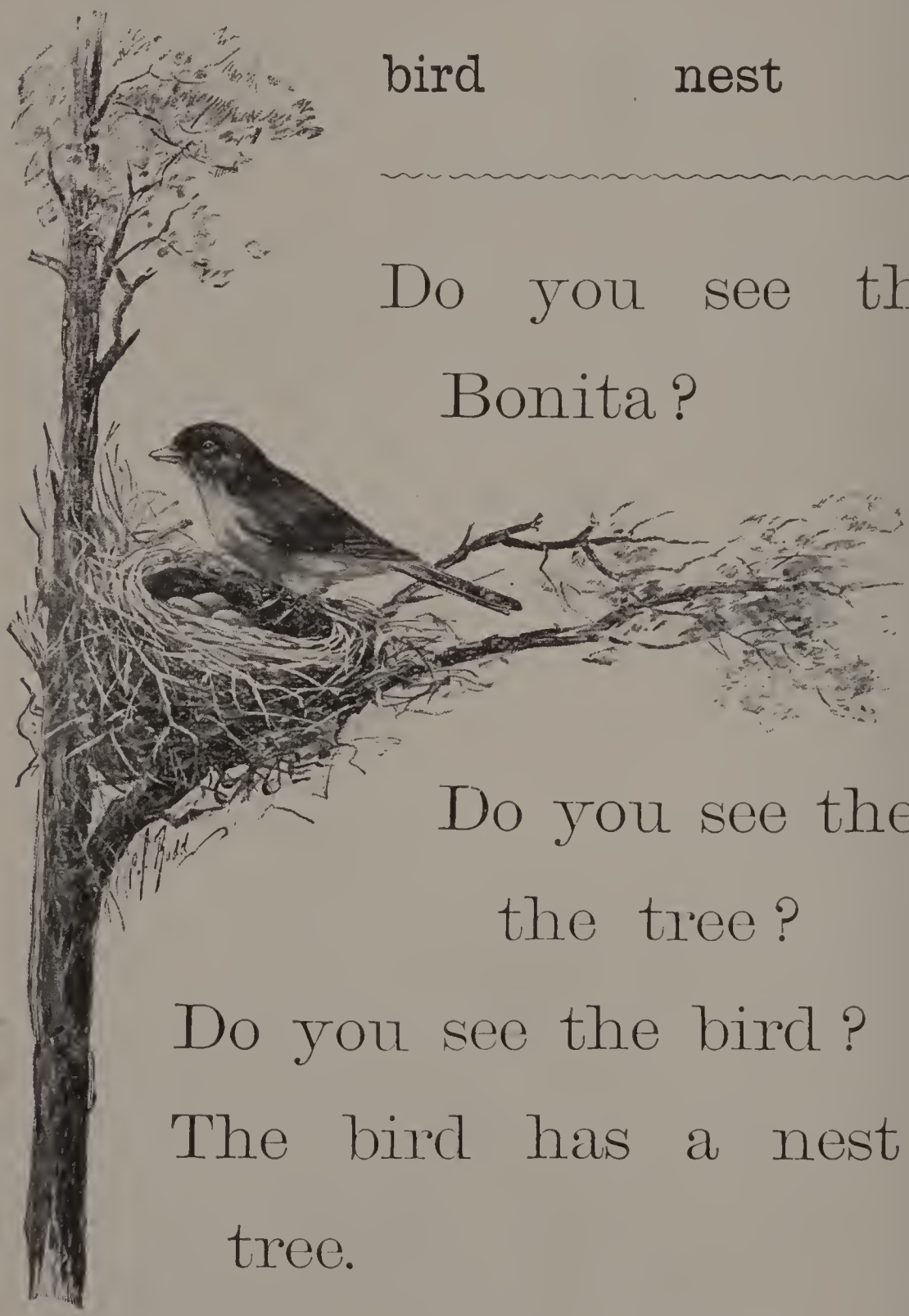
Have you a lily, Alice?

Have you a rose?

The lily and the rose are beautiful.

Lily lily L l beautiful

LILIES.



bird nest eggs

Do you see this tree, Bonita?

Do you see the nest in the tree?

Do you see the bird?

The bird has a nest in the tree.

There are eggs in the nest.

See the eggs in the nest.

Juan lives in this house.

The house is in the city.

There are no trees near the house.

There is no grass in the streets.

Do you see the door of the house?

Street street S s Door door D d

Do you see this house?

Pablo made it.

He made it for the birds.

It is a little house.

Pablo likes the birds.

The birds like this house.

They fly into the house.

They live in the house.

They make nests there.

Do you see the birds?

Sixto can see the birds.

He likes to see the little birds.

Birds birds B b Fly fly F f

Sixto has a boat.

It is not a big boat.

It is a little boat.

Juan, come and see Sixto's boat.

Sixto made this boat.

It is a good boat.

Do you see Sixto's boat?

Boat boat B b

The Alphabet.

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

1 2 3 4 5 6 7 8 9 0

The Alphabet.

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

1 2 3 4 5 6 7 8 9 0

See the little lizard.

We know him.

He lives on the wall.

He eats the flies.

He eats the mosquitoes, too.

Do you see the little lizard, Maria?

Run away, little lizard! Run!

Lizard lizard L l Wall wall W w

This girl is Nell.

She is a little American girl.

How do you do, Nell?

Where are you going?

I am going to school.

Nell likes to go to school.

She can read and write.

She has a brother and a sister.

Her brother's name is Fred.

Her sister's name is Alice.

They go to school, too.

read write school

picture cocoanut palm

Here is a picture of a cocoanut palm.

Sixto made the picture.

Do you see the cocoanuts on the palm?

Do you like cocoanuts?

The cocoanut palm is very beautiful.

Can you make a picture of a cocoanut palm?

Can you make a picture like Sixto's picture?

This is a palm.

This is a fir tree.

It grows up in the mountains.

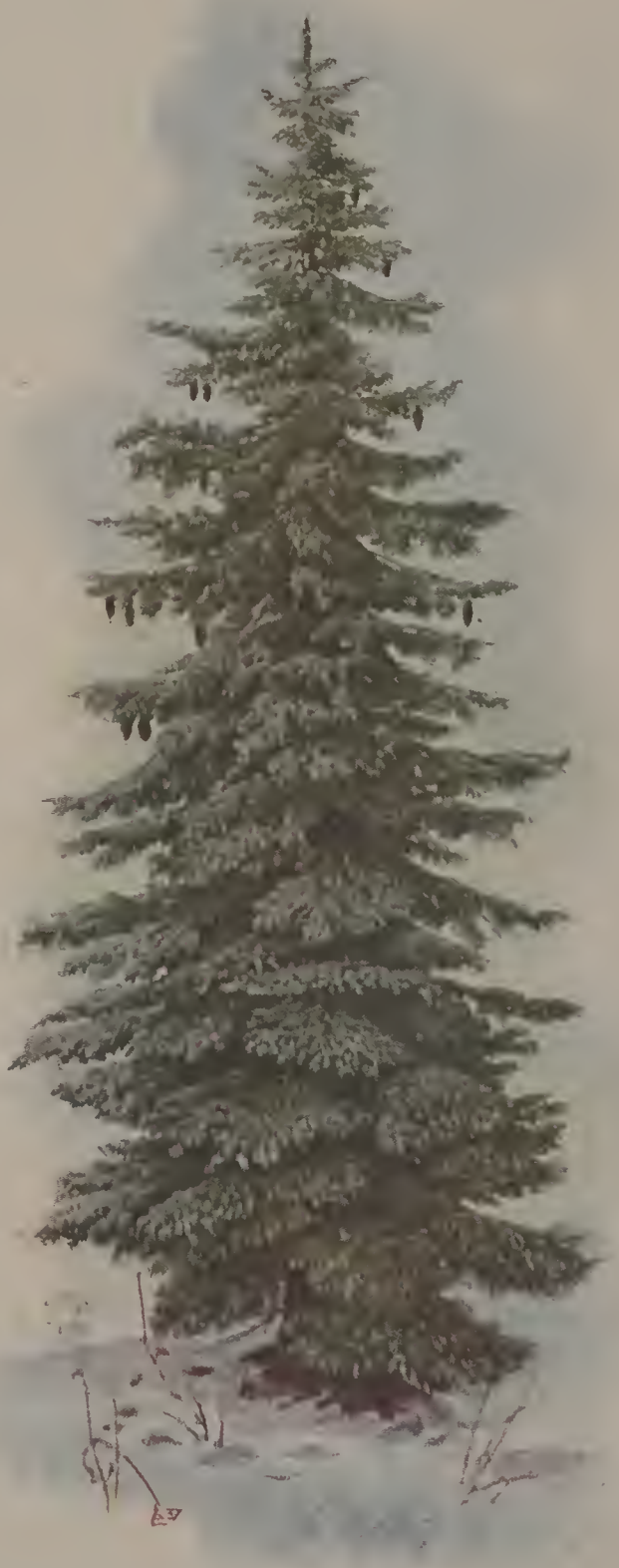
How beautiful it is!

It is green and bright.

The birds make nests in the tree.

Can you see the cones on the tree?

Have you seen a fir tree?



Have you seen a mango tree?

The mango tree is a beautiful tree.

Here is a clock.

Do you see its face?

Do you see its hands?

The clock tells time.

It tells Juan when it is time to go to school.

"It is time to go to school," says the clock.

"Do not be late, Juan! School begins at eight o'clock."

Juan likes to go to school.

He will not be late.

Can you tell time by the clock?

What time is it now?

Oh, see the butterflies!

Do you see the butterflies?

Can we get them?

Oh, no, no! Let them fly away.

They like to fly.

Do not take the butterflies.

Can you count the butterflies?

One, two.

Can you count the flowers?

One, two, three.

Fly away, butterflies!

Fly away!

butterflies count away

See these beautiful flowers.

They grew on an apple tree.

By and by they will be apples.

Apples do not grow here.

They grow in America.

The chico grows here.

The chico is the Filipino apple.

It is very sweet.

orange	pony	carromata
school	birds	gate
beautiful	lizard	door
pen	ink	ride
big	nest	run
strong	grass	write
small	eat	grows

What do you see?

I see some bread.

I see a bowl of rice, too.

Maria eats bread and rice.

Juan likes bread and rice.

The dog eats meat.

The carabao likes grass to eat.

---

bowl rice bread meat

spear hand soldier

What is this picture?

It is a picture of a man.

The man is standing still.

He has a spear in his hand.

Do you see the spear?

The man is a soldier.

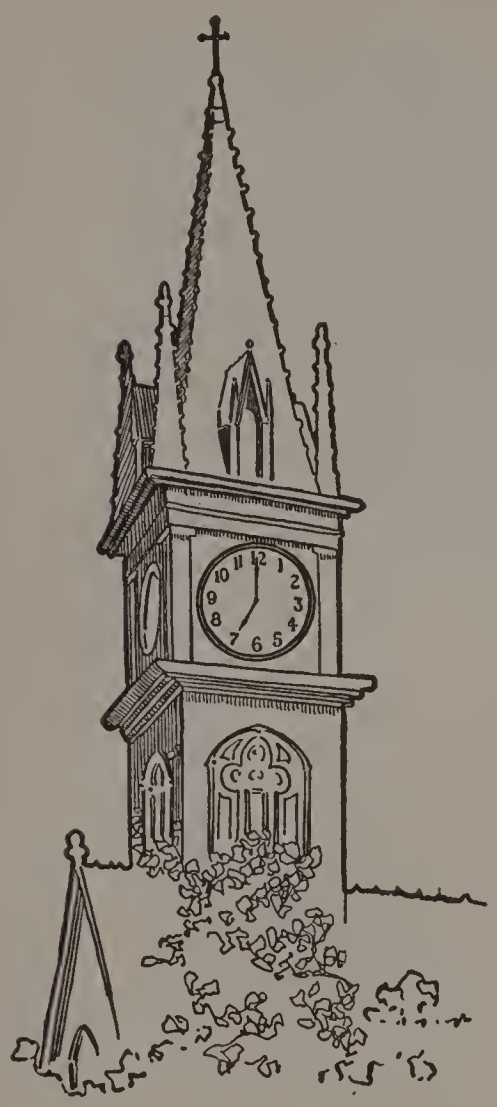
He is very brave.

He is very strong.

Will he throw the spear?

Juan, can you throw a spear?

The soldier has a spear.



The clock tells time.

Hear it strike.

One, two, three, four, five, six, seven!

Come, children!

It is seven o'clock.

Time for breakfast!

That is what the clock says.

Hear it strike again.

One, two, three, four, five, six, seven, eight!

Eight o'clock!

It is time for school to begin.

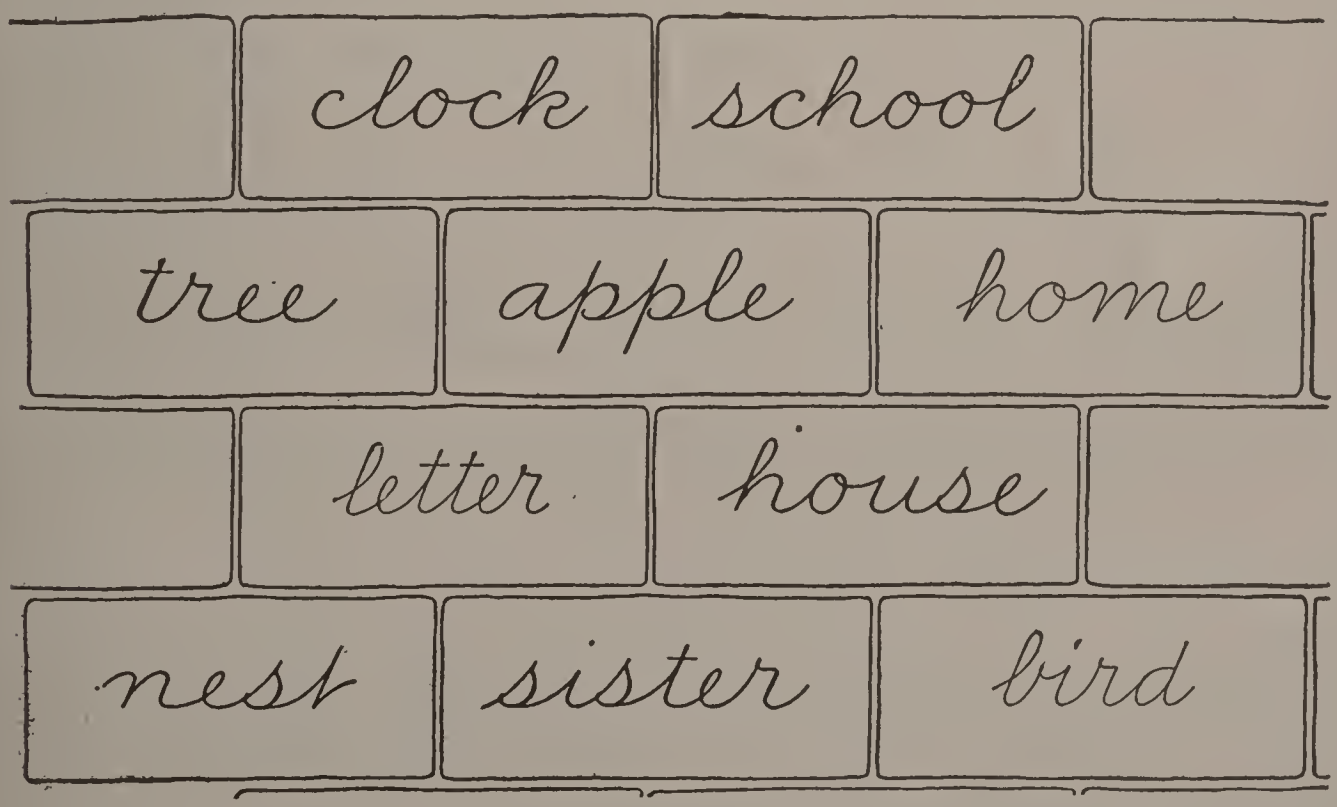
I hope no one is late.

Now the clock strikes again.

One, two, three, four, five, six, seven,
eight, nine, ten, eleven!

It is time to go home!

Run home, children. Run home.



Draw a brick wall like this. Write on every brick some word that you know.

See the men in the street.

What are they doing?

They are sprinkling the street.

They sprinkle the street with water.

See the long hose.

Do you see the man with the hose?

Do you see the water?

Why do the men sprinkle the street?

See the men cut the grass.

Why do they cut it?

They carry the grass to the city.

They give the grass to the horses.

Horses like grass to eat.

Our horse likes grass.

He likes rice, too.

cut carry city

A tree!

A tree in the field!

A beautiful tree in the field!

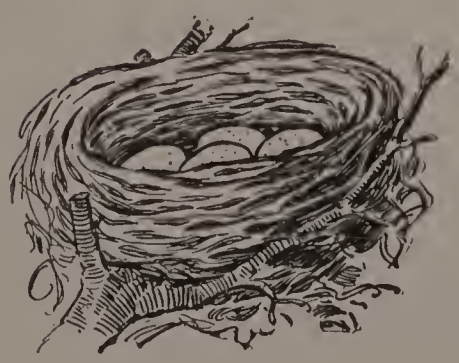
A nest!

A nest in the tree!

A nest in the tree in the field!

Four eggs!

Four blue eggs!



Four blue eggs in the nest, in the beautiful tree in the field!

A bird!

A mother bird!

A mother bird

hides the four blue eggs!

Four blue eggs under her wings,

Four blue eggs in the

beautiful tree in the

field.

Birds!

Little birds!

Four little birds in the nest!

Four little birds cry to

be fed!

Mother bird, father bird, fly! fly! fly!
Find food, find food!
For the four little birds,
Four hungry birds,
Hid in the nest in the tree,
Hid in the nest in the beautiful tree in the field.

Birds live in nests.

I live in a house.

How it rains!

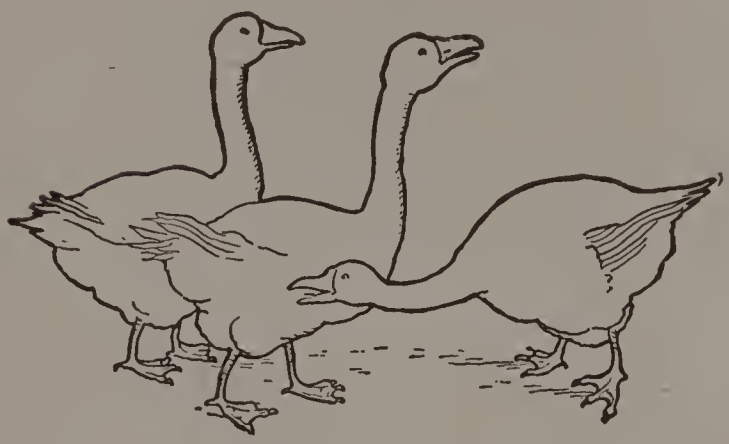
Anita wants to play.

She can not go out while it rains.

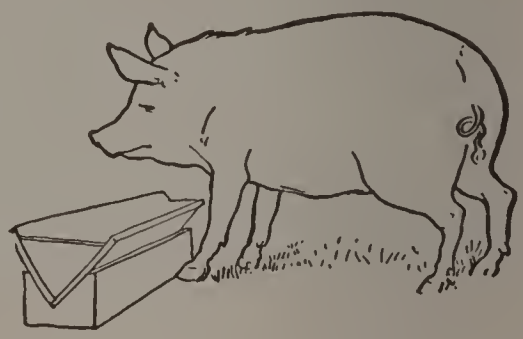
She says,

"Rain, rain, go away,
Little children want to play.
Come again some other day."

Rain, rain, go away.



geese



pig

sheep

cows

This boy is Tom.

Tom has a garden.

He has hens and geese.

Tom has three horses.

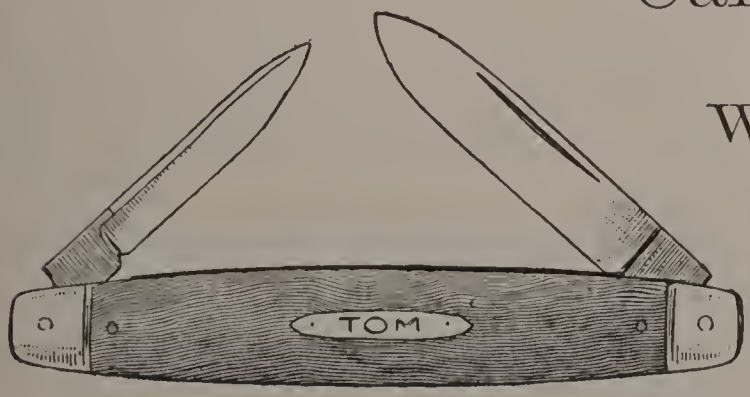
He has two lambs.

Tom feeds the hens and the geese.

See Tom cut the wood with his knife.

Can you cut wood with a knife?

Have you a knife?



What can a Filipino boy do?

He can feed the ducks.

He can lead the carabao to water.

He can ride the carabao.

He can get water from the well.

He can spread the rice to dry.

He can drive the carabao.

He can take care of the chickens.

He can feed the pigs.

He can cut rice.

He can cut grass.

He can help his mother.

He can play with his little sister.

He can work and he can play.

Little Words that You Know.

I	is	of
we	has	in
he	have	on
his	do	for
him	does	with
it	will	under
its	may	near
she	can	here
her	not	how
them	the	what
they	this	why
and	yes	when
to	no	let

Here is a hen with her chickens.

Do you see the little chickens?

The children will give them some bread.

Come, chick, chick, chick!

Here is some bread for you.

Come, chick! Come, chick!

The chickens run to get the bread.

They like bread to eat.

Mother hen, take good care of your chickens.

"Come, chick!" says mother hen.

Come, chick, chick, chick!

FEEDING THE CHICKENS.

bill spoon pick their

Come, see the little chickens.

They have found some bread.

How fast they eat!

They pick up the bread with their little bills.

I eat with a spoon.

Will you take a spoon, chicken?

No, no, not I.

I have a bill, you see.

What is mother hen doing?
See her scratch the ground.
Scratch, scratch, scratch.
Her toes are hard and strong.
They are made to scratch with.
"Cluck, cluck, cluck," she says.
"Come, chick, come here.
See what I have for you."
The chickens run to the mother hen.
They try to scratch, too.
Their toes are made to scratch with.
Scratch, scratch, scratch.

scratch ground toes hard

See this little red wagon.

It is Paul's wagon.

Paul is six years old.

He can go to school.

He will learn to read in his book.

How old are you?

Kate has one book. 1

Tomas has two tops. 2

Maria has three cups. 3

The bird has four eggs. 4

Bonita has five bananas. 5

Sixto has six cents. 6

Rosita has seven chicos. 7

The hen has eight chickens. 8

Anita saw nine ponies. 9

Mother has ten roses. 10

1 2 3 4 5 6 7 8 9 10

What can a dog do?

A dog can run.

What can a cat do?

A cat can run, too.

What can a bird do?

A bird can sing.

What can a top do?

A top can spin.

What can Anita do?

Anita can read.

What can Sixto do?

Sixto can ride the carabao.

What can the pony do?

What can you do?

Here I am in the basket.

I am a little white cat.

I do not go to school.

I like to play ball.

I like to drink milk.

I like to run and jump.

Will you play with me?

milk drink basket

Let us play school.

Come, Fred! Come, Alice! Come, Tom! Come, Kate!

I will be the teacher.

Fred, what do you like to do?

"I like to read."

You may read a book.

Alice, what do you like to do?

"I like to write."

You may write a letter.

Kate, what do you like to do?

"I like to make pictures."

Kate may make a picture.

What does Tom like to do?

He likes to play.

Boys cannot play in school.

Fred may read, Alice may write, Kate may make pictures, and Tom may help the teacher.

play read write help

Here is a boat on the canal.

See the jars in the boat.

There is another boat on the canal.

Do you see the two boats?

Did you ever ride in a boat?

Have you a boat?

I see two boats.

Here we see a market.

Jars are sold in this market.

Do you see the jars?

Can you count them?

One, two, three, four, five.

No, we can not count them all.

Have you any jars like these?

See the bats in the picture.

What can you tell me about the bat?

He sleeps all day.

He flies about all night.

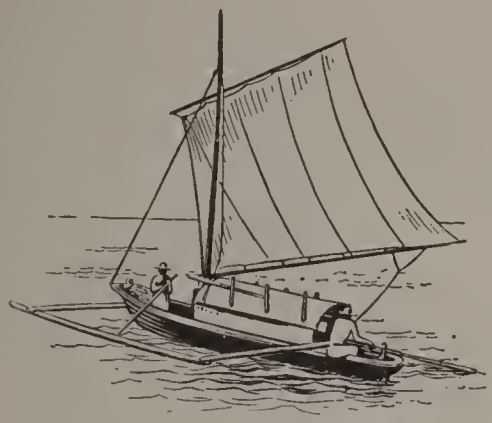
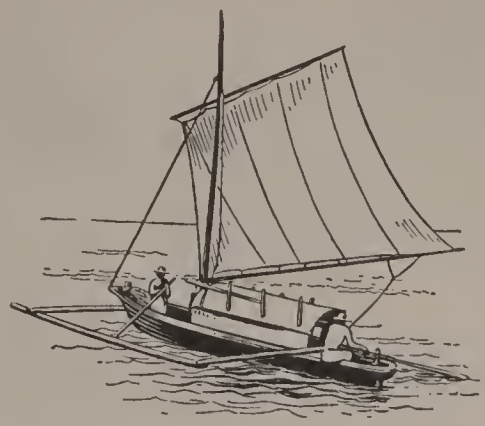
We all know the bat.

He can see in the dark.

Can you see in the dark?

Can a cat see in the dark?

The bat can see in the dark.

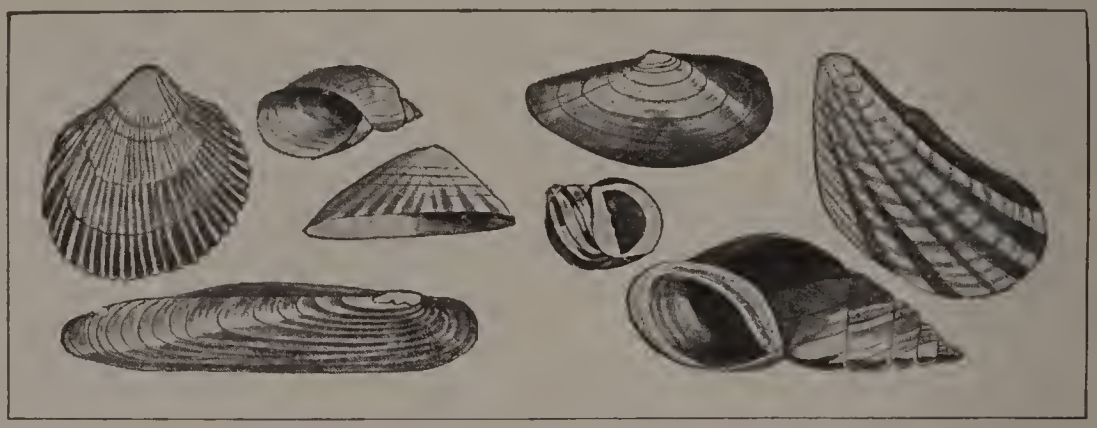



One and one are two.

Two and two are four.

Three and three are six.

One and one are two.
Two and two are four.



See the pretty shells.

Anita found the shells near the water.

Have you any shells?

Can you find shells near the water?

Come, play with the shells.

Little shell, little shell,
Sing to me, sing to me.
Little shell, little shell,
Sing a song of the sea.

See little Diego.

He is riding on the carabao.

The carabao is drawing a load of grass.

Do you see Diego's father?

He is leading the carabao.

Diego likes to ride on the carabao.

Do you like to ride?

Here is a big dog.

He is Miguel's dog.

He goes to school every day.

He goes to school with Miguel.

When the school bell rings, he runs home.

When Miguel comes out of school, the dog is at the door.

"Bow wow," he says.

That means, "I am glad to see you."

Miguel is always glad to see his dog.

The dog goes to school.

Here is Isabel.

She lives in the city.

Isabel goes to school.

She has a doll.

Do you see the doll?

Her mother gave it to her.

Isabel is seven years old.

wash dry spread

Do you see Manuela?

She has been to the river.

She went to the river to wash the clothes.

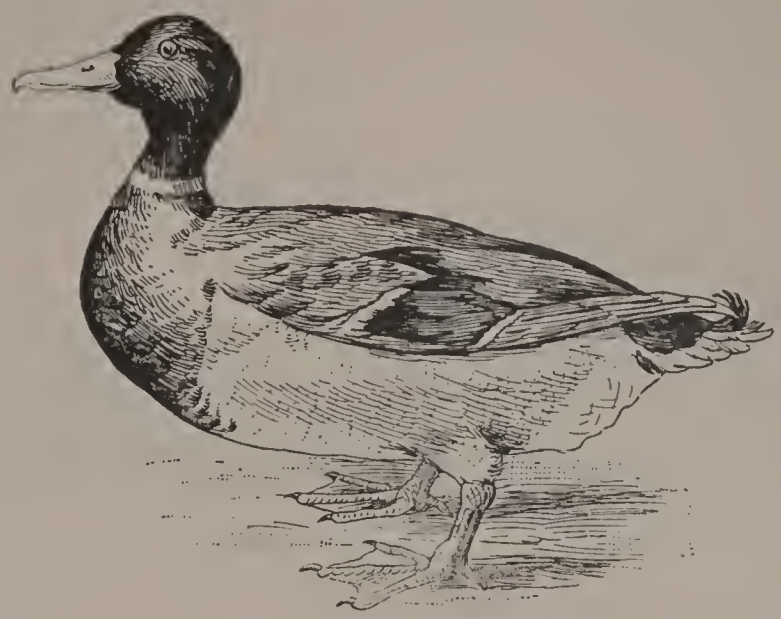
Now they are washed.

Manuela is coming to the house.

She will spread the clothes on the green grass.

The bright sun will dry them.

The sun dries the clothes.



Do you know
what I am?
I am a duck.
I can swim.
Can you swim?
Do you swim in the water?
I can float on the water like a boat.
Can you float on the water?
I have webbed feet.
Have you webbed feet?
I like to play in the water.
Do you play in the water?

A duck can swim.

High up in the sky
Shines the great sun.
Shines for the children,
    Sees every one.
Shine, sun,
    Kind sun.
Give us light to-day.
Shine on the children,
Smile on the children,
While they work and play.

See this pretty flower.
What is its name?
It is a sunflower.
The sunflower loves
the sun.
It turns its face to
the sun.
See its bright face.
The sunflower looks
like the sun.

flower	pretty	turn
flowers	bright	turns
sunflower	looks	loves

Here are Fred and Fernando.

Fred lives in the West.

Fernando lives in the East.

Apples grow where Fred lives.

Bananas grow where Fernando lives.

The sun shines on Fred's house.

It shines on Fernando's house, too.

Fred and Fernando are good boys.

This is a cotton plant.

It grows in our country.

How pretty it is!

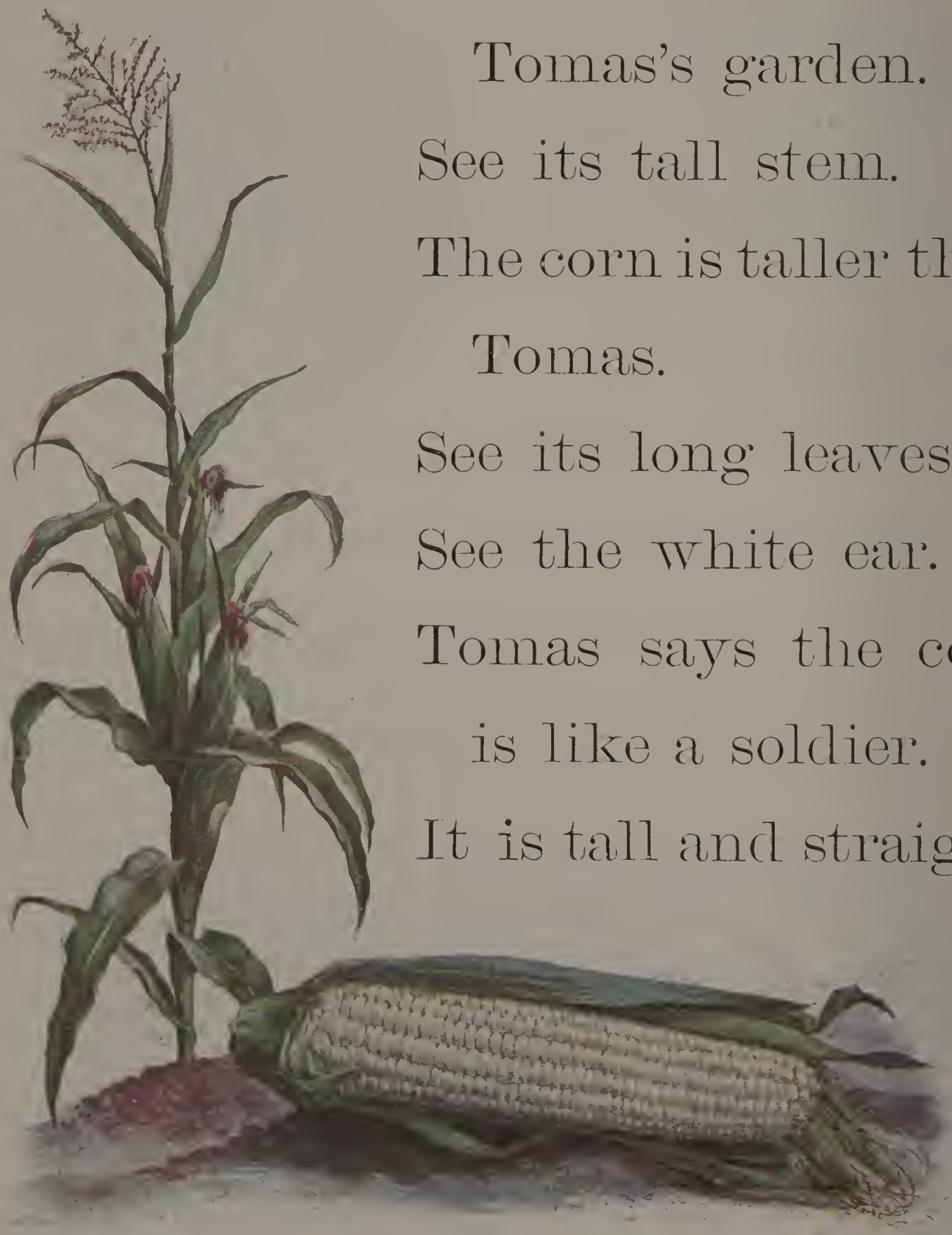
Did you ever see a cotton field?

The cotton is white and soft.

Juanita's father has a cotton field.

Juanita's dress is made of cotton.

What is your dress made of?



This corn grew in
Tomas's garden.
See its tall stem.
The corn is taller than
Tomas.
See its long leaves.
See the white ear.
Tomas says the corn
is like a soldier.
It is tall and straight.

Tomas has a fine garden.

The garden is near the house.

Tomas made it.

He dug up the ground.

He made a little fence of bamboo to keep out the chickens.

Tomas planted corn in his garden.

The corn grew very fast.

Then Tomas said, "Now I must work. I must help my corn to grow."

So he pulled out the weeds, and the corn grew up tall and straight.

---

fence bamboo plant

Little Pepita saw Tomas's garden.

"I want a garden, too," she said.

So Tomas made a garden for Pepita.

He dug the ground for her.

He made a little fence of bamboo.

Pepita liked the little garden.

Then Tomas showed her how to plant corn.

But Pepita did not wait for her corn to grow.

What do you think she did?

She dug it up to see if it was growing.

So Pepita's corn did not grow.

Here is Julio lying on the grass.

He likes to be out of doors.

"I can see away up into the sky,"
he says.

How blue the sky is!

See the big, white clouds.

They look like ships in the blue sky.

"The clouds are sky ships," Julio says.

PAULA.

Here is Paula.

How do you do, Paula?

Do you go to school?

Can you read?

Yes, I go to school.

I have a book.

I can read from my book.

Have you a pony, Paula?

No, I have no pony.

I have a little cat.

Paula has a little brother, too.

He does not go to school.

He is too little.

Paula's brother is only a baby.

Benito and Pablo are brothers.

Pablo is ten years old.

Benito is only seven years old.

"I shall be a man soon," said Pablo.

"So shall I," said Benito.

"I shall be a soldier," said Pablo.

"I shall be a teacher," said Benito.

Pablo and Benito go to school.

Pablo can read and write.

He can write a letter.

Benito can read, but he cannot write very well.

He is learning to write.

By and by he will write a letter.

Here is Carlos in his garden.

He has planted some seeds.

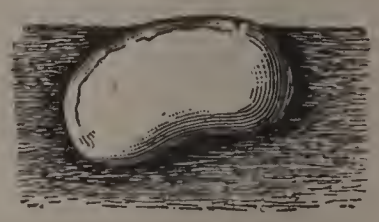
Now he is putting earth over them.

Carlos likes to work in his garden.

He has planted some beans and some corn.

Carlos planted beans in his garden.

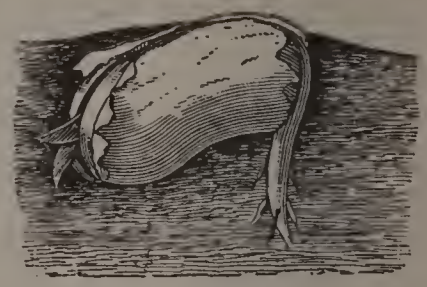
Each bean looked like this.



The rain fell, and the sun shone.

The beans were in the warm earth.

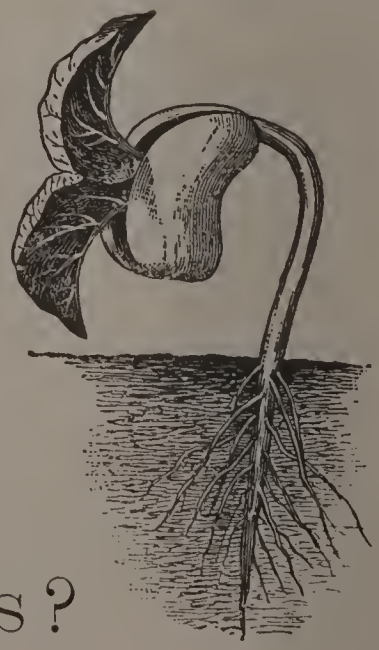
Then each bean looked like this.



Carlos pulled up all the weeds.

He took care of his garden, and the beans grew very fast.

They looked like this.



Carlos will put up bamboo poles for the beans.

Will you plant some beans?

Can you hear the engine puff?

"Chu! Chu! Chu!" it says.

"It is time to go away."

The engine pulls the cars.

It is stronger than the carabao.

It goes faster than the horse.

---

fast faster strong stronger

How busy these women are!

They are all sewing.

They are working flowers on silk.

The silk will be made into a dress.

Isabel's mother will wear the dress.

Maria can sew. Can you?

It is fun to play ball.

Throw the ball to Sixto, Miguel.

Run, Sixto, and kick the ball.

Send it up into the air.

Kick it over to Juan.

Now, Juan, it is your turn. Hurrah!

It is fun to play ball.

These are the days of the week.

Sunday,

Monday,

Tuesday,

Wednesday,

Thursday,

Friday,

Saturday.

What do you do on Sunday?

What does mother do on Saturday?

What does Bonita do every day?

What day do you like best?

Every day is a good day.

This is a saw mill.

Do you see the big beams of wood?

Once they were big trees.

Now the men are sawing the beams.

They are making boards.

Did you ever see a saw mill?

Tomas has a little dog.

He is black and white.

Here is a picture of the dog.

One day the dog came to the door.

He barked very loud.

"Bow wow, bow wow, bow wow."

Tomas's mother came to the door.

"Go away," she said. "Go away."

But the dog barked and barked.

"Bow wow, bow wow, bow wow!

Come here! Come here! Come here!"

Tomas's mother saw that the little dog was hurt.

He had hurt his foot.

"I will help you," she said.

"I will make your foot well."

"Bow wow, bow wow, bow wow,"
said the little dog.

"Thank you, thank you, thank you."

A dog has four feet.

A pony has four feet.

A boy has two feet.

A boy has two hands.

A dog has no hands.

A pony has no hands.

How many feet has a cat?

Little Rosita is crying.

"I do not like the rain," she says.

"I want to play in the garden."

"The rain makes the flowers grow,"
says Rosita's mother.

"It makes the leaves green.

The rain makes the garden beautiful."

"Each flower holds up
A dainty cup,
To catch the rain and dew;
The drink of flowers,
That comes in showers,
Is just the drink for you."

This is a lion.

He lives in the jungle.

The lion is very strong.

He is wild and fierce.

Juan, see the lion.

Maria, do you see the lion?

Jack and his pony have come to see the blacksmith.

"How do you do, sir?" says Jack.

"This is my pony.

He has lost a shoe.

Can you make a new shoe for him?

I hope you can.

He will be lame if he has no shoe.

Hold up your foot, pony.

Let the blacksmith see your foot.

The pony has a little foot.

He will need a little shoe."

The blacksmith is a kind man.

He knows how to make shoes for horses.

The pony's shoes are not like Jack's shoes.

Horses have iron shoes.

The blacksmith will make an iron shoe for the pony.

Here is a little boat by the shore.

Do you see the little red boat?

Do you see the oars?

There is a big white boat out on the water.

Do you see the little white boats, too?

One, two, three, ready!

Bend your back, Diego.

Come, boys. Run and jump.

Leap frog is a fine game.

Stand still! Stand still, Diego!

Over we go. Over we go.

I like to run and jump.

The Story of the Little Red Hen.

The Little Red Hen was in the garden.

"I have found some corn," said the Little Red Hen. "Who will plant this corn?"

"Not I," said the cat.

"Not I," said the rat.

"Not I," said the duck.

"Not I," said the pig.

"Then I will," said the Little Red Hen.

So she planted the corn.

Soon the corn began to grow.

"Who will water this corn?" asked the Little Red Hen.

"Not I," said the cat.

"Not I," said the rat.

"Not I," said the duck.

"Not I," said the pig.

"Then I will," said the Little Red Hen.

So she watered the corn.

Then the weeds began to grow.

"Who will pull up the weeds?" said the Little Red Hen.

"Not I," said the cat.

"Not I," said the rat.

"Not I," said the duck.

"Not I," said the pig.

"Then I will," said the Little Red Hen.

So she pulled the weeds.

When the corn was ripe, the Little Red Hen said, "Who will grind this corn in the mill?"

"Not I," said the cat.

"Not I," said the rat.

"Not I," said the duck.

"Not I," said the pig.

"Then I will," said the Little Red Hen.

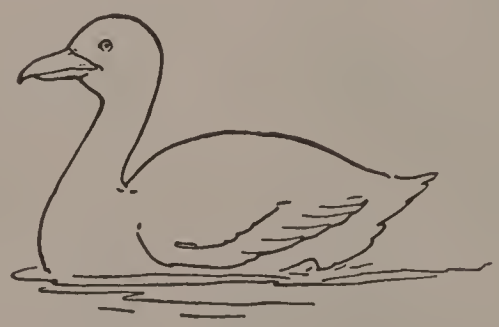
So she ground the corn in the mill.

"Who will make the meal into cakes?" said the Little Red Hen.

"Not I," said the cat.

"Not I," said the rat.

"Not I," said the duck.



"Not I," said the pig.

"Then I will," said the Little Red Hen.

So she made the meal into cakes.

"Now who will bake these cakes?" asked the Little Red Hen.

"Not I," said the cat.

"Not I," said the rat.

"Not I," said the duck.

"Not I," said the pig.

"Then I will," said the Little Red Hen.

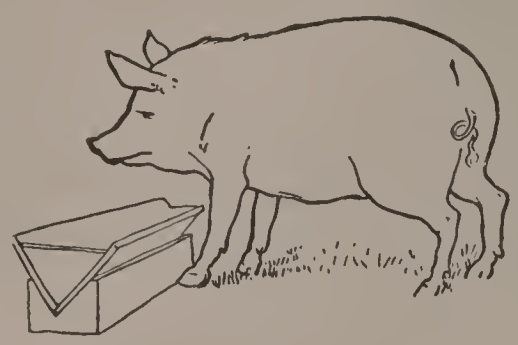
So she baked the cakes.

"Now who will eat the cakes?" asked the Little Red Hen.

"I will," said the cat.

"I will," said the rat.

"I will," said the duck.



"I will," said the pig.

"No, I will," said the Little Red Hen.

So she ate the cakes.

They who will not work should not eat.

Do you like to read?

Can you read all the stories in this book?

TO TEACHERS.

The first steps in reading, to be profitable, should be pleasurable. The earliest lessons should stimulate the child's desire to read. If this desire is aroused, power and skill are assured.

The subjects of the lessons in this book are interesting to children. The vocabulary is carefully chosen, but the intrinsic interest, the thought in the sentence, is never subordinate to the words. The *sentences*, as far as primer sentences can, say something which is interesting and reasonable.

The *words* are presented in sentences, rather than in lists, because the sentence is usually necessary to make their meaning plain. Many words—notably conjunctions, prepositions, many adjectives, and some verbs—can be taught only in connection with the other words of the sentence. Lists are presented occasionally for variety's sake; but the word should be taught through the text or the picture.

The *sounds of the letters* are introduced as the initial sounds of familiar words. This is the simplest and most natural fashion of introduction. The rhymed words, or families, are presented later. Teachers may extend these exercises *ad libitum*, but they should never take the place of reading for the sake of the thought.

Words not entirely phonic (as "beautiful") should be taught by *sight*, not by sound. Experience shows that the very length of such words makes them easy to remember by sight.

It will be observed that the *alphabet*, in both script and print, appears in these pages after the initial sounds have been learned. The ignorance of the alphabet betrayed by children in higher grades justifies its introduction at this point. Here the letters can best be learned in order.

This book is sent forth with the sincere hope that it may prove helpful to both teachers and children.

SARAH LOUISE ARNOLD.

FEB 6 1903